



ANTI-BULLYING POLICY

First Approved : January 2018

Produced by: SLT

Last Review Details

Reviewed by	SLT
Date Reviewed	March 2023
Amendments made	
Headteacher Approval	Daisy Bailey March 2022
Next Review Date	March 2024 Review Annually

This policy will be reviewed at least annually, and following any concerns and/or updates to national and local guidance or procedures

Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy: Headteacher

Designated Safeguarding Lead(s): Headteacher

Deputy Safeguarding Leads:

Deputy Headteacher

Dr SENDCo

PA to Headteacher

Manor Field Primary School School Anti-Bullying Policy

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 (and supporting documents. It also takes into account the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2016. The school has read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

1) Policy objectives:

This policy outlines what Manor Field Primary School will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community. Manor Field Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans

- including: o Behaviour and discipline policy
- o Complaints policy
- o Child protection policy
- o Confidentiality policy
- o Online safety and Acceptable use policies (AUP)
- o Curriculum policies, such as: PSHE, citizenship and computing
- o Mobile phone and social media policies
- o Searching, screening and confiscation policy

3) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to): o The Education and Inspection Act 2006, 2011

- o The Equality Act 2010
- o The Children Act 1989
- o Protection from Harassment Act 1997
- o The Malicious Communications Act 1988
- o Public Order Act 1986

4) Responsibilities

It is the responsibility of:

- o The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- o School Governors to take a lead role in monitoring and reviewing this policy.
- o All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- o Parents/carers to support their children and work in partnership with the school. o Pupils to abide by the policy.

5) Definition of bullying

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts

another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

To help pupils understand bullying behaviour we use STOP - “Several Times On Purpose” and “Start Telling Other People”



5) Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- o Bullying related to race, religion, nationality or culture
- o Bullying related to SEND (Special Educational Needs or Disability)
- o Bullying related to appearance or physical/mental health conditions
- o Bullying related to sexual orientation (homophobic bullying)
- o Bullying of young carers, children in care or otherwise related to home circumstances
- o Sexist, sexual and transphobic bullying
- o Bullying via technology, known as online or cyberbullying
- o Peer on peer abuse

6) School ethos

Manor Field School community recognises that bullying, especially if left unaddressed can have a

devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- o Monitors and reviews our anti-bullying policy and practice on a regular basis.
- o Supports staff to promote positive relationships, to help prevent bullying.
- o Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- o Will intervene by identifying and tackling bullying behaviour appropriately and promptly. o Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- o Requires all members of the community to work with the school to uphold the anti-bullying policy. o Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints. o Seeks to learn from good anti-bullying practice elsewhere.
- o Utilises support from the Local Authority and other relevant organisations when appropriate.

7) Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school: o If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.

- o The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate. o The headteacher/ designated safeguarding lead or another member of leadership team will interview all parties involved.
- o The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- o The school will inform other staff members, and parents/ carers, where appropriate. o Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- o If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- o Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- o A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- o Act as soon as an incident has been reported or identified.
- o Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- o Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- o Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- o Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- o Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- o Inform the police if a criminal offence has been committed.
- o Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Peer on peer abuse (child on child)

Children are vulnerable too and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up".

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond. In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - Radicalisation
 - Abuse in intimate relationships
 - Children who display sexually harmful behaviour
 - Gang association and serious violence (County Lines)
 - Technology can be used for bullying and other abusive behaviour
-
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
 - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Some of these behaviours will need to be handled with reference to other policies in school such as the Behaviour Policy, Child Protection Policy and Online Safety Policy, Safeguarding Policy, and Keeping Children Safe in Education Guidance.

Appendix 1 contains the Brook Sexual Behaviours Traffic Light tool for ages 0-5, 5-9 and 9-13 which identifies the different behaviours reflecting safe and healthy sexual development, behaviours that have potential to be outside of safe and healthy behaviour and those that are outside of safe and healthy behaviour.

Supporting pupils

Pupils who have been bullied will be supported by:

- o Listening to the pupil when they reporting incidents of bullying and take all reports seriously o Reassuring the pupil and providing continuous support.
- o Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.

- o Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- o Working towards restoring self-esteem and confidence.
- o Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- o Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- o Discussing what happened, establishing the concern and the need to change.
- o Informing parents/carers to help change the attitude and behaviour of the child.
- o Providing appropriate education and support regarding their behaviour or actions.
- o If online, requesting that content be removed and reporting accounts/content to service provider.
- o Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- o Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- o Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.

- o Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- o Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- o Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- o Reassuring and offering appropriate support.
- o Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- o Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.

- o Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- o If online, requesting that content be removed.
- o Instigating disciplinary, civil or legal action as appropriate or required.

8) Preventing bullying

Environment

The whole school community will:

- o Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- o Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
 - o Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- o Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- o Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- o Actively create "safe spaces" for vulnerable children and young people.
- o Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- o Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- o Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- o Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- o Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- o Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- o Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support

- staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- o Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
 - o Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

9) Involvement of pupils

We will:

- o Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- o Regularly canvas children and young people's views on the extent and nature of bullying.
- o Ensure that all pupils know how to express worries and anxieties about bullying.
- o Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- o Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- o Publicise the details of internal support, as well as external helplines and websites.
- o Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

10) Involvement and liaison with parents and carers

We will:

- o Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- o Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- o Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- o Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- o Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- o Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

11) Monitoring and review: putting policy into practice

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

Any issues identified will be incorporated into the school's action planning.

The headteacher will be informed of bullying concerns, as appropriate. The named Governor for bullying

will report on a regular basis to the governing body on incidents of bullying, including outcomes.

12) Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS)

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com/

Show Racism the Red Card: www.srtrc.org/educational

LGBT

Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk o A

Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW_Coalition-Schools-Guide.pdf

Disrespect No Body:

www.gov.uk/government/publications/disrespect-nobody-campaign-posters Anti-bullying

Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Peer on Peer Abuse

Farrer & Co - Peer-on-peer abuse toolkit, guidance on peer-on peer abuse policy and template peer-on-peer abuse policy

www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%202014.pdf

Barnados

<https://www.barnardos.org.uk/sites/default/files/2021-05/2696%20Bs%20Guidance%20for%20education%20settings%20on%20peer%20sexual%20abuse%20E.pdf>

NSPCC

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

Appendix 1

Brook Sexual Behaviours Traffic Light Tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses • enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual
- behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They

may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies • telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online

- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action. **Amber behaviours 5-9**

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex Amber behaviours 9-13
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning • giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in
- sexual activities

- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy